



SC Annual School
Report Card
Summary

Midland Valley Preparatory School
AIKEN COUNTY
Grades: K-8 Enrollment: 192
Principal: Patricia M. Strom
Superintendent: Dr. Elizabeth Everitt
Board Chair: Mrs. Rosemary B. English

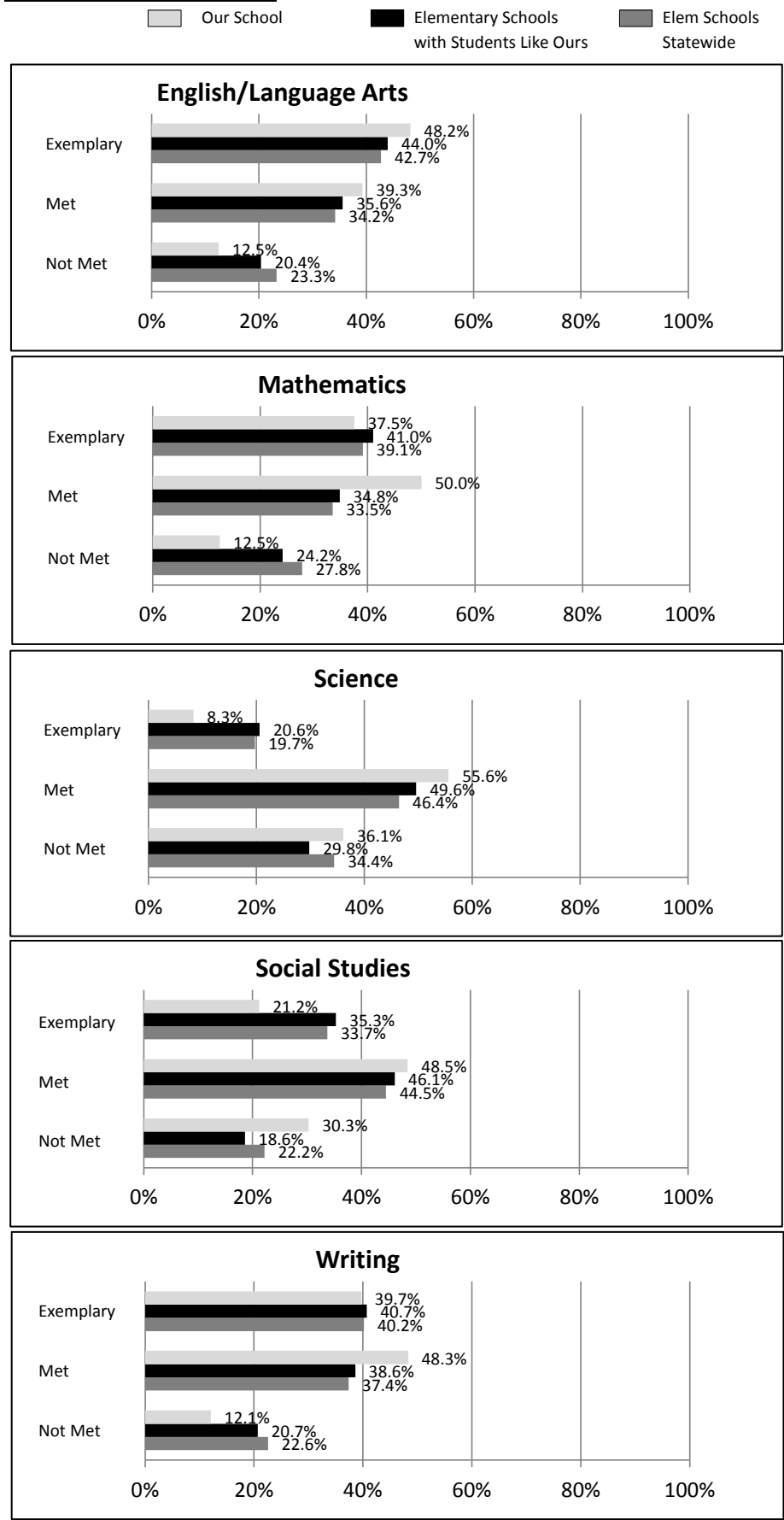
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.				
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Average	TBD	TBD	B	N/A
2013	Average	At-Risk	N/A	N/A	F	N/A
2012	Average	Average	N/A	N/A	B	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
33	51	33	2	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Midland Valley Preparatory School
AIKEN COUNTY
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 192)				
Retention rate	3.2%	Down from 4.0%	1.1%	1.0%
Attendance rate	96.6%	Up from 96.4%	96.4%	96.5%
Served by gifted and talented program	10.0%	Up from 5.2%	8.0%	7.3%
With disabilities	13.7%	Down from 17.2%	13.3%	12.5%
Older than usual for grade	5.8%	Down from 6.9%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.6%	0.0%	0.0%
Teachers (n = 13)				
Teachers with advanced degrees	38.5%	Up from 33.3%	60.0%	62.3%
Continuing contract teachers	69.2%	Down from 83.3%	83.9%	81.2%
Teachers returning from previous year	86.5%	Down from 94.9%	89.6%	88.4%
Teacher attendance rate	93.2%	Down from 95.8%	95.4%	95.3%
Average teacher salary*	\$37,622	Down 0.2%	\$48,238	\$47,902
Classes not taught by highly qualified teachers	36.0%	Up from 4.0%	0.0%	0.0%
Professional development days/teacher	16.6 days	Up from 8.5 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.9 to 1	20.3 to 1	19.9 to 1
Prime instructional time	87.9%	Down from 91.2%	90.5%	90.7%
Opportunities in the arts	Poor	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,288	Up 1.2%	\$7,390	\$7,680
Percent of expenditures for instruction**	66.0%	No change	67.5%	66.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 61.0%	66.5%	66.0%
ESEA composite index score	82.2	Up from 43.0	89.2	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The school’s mission is to create a learning environment that will empower students with the knowledge they need to become lifelong learners through strategies of project based learning, print rich environments, and confident decision making abilities and to maintain a strong foundation in order to become productive and active members of society through the sharing of the knowledge with which they are empowered.

The school has developed an academic environment that encourages risk taking as a desired action for learning. The School is always in the process of developing and researching best practices. It is a fundamental belief of the entire faculty that as our learning evolves so do our classrooms and thus the learning of the students. Some programs in place currently are: Gifted and Talented Program (grades 3-8); Modified Daily Five instructional practices , Service Learning Projects, Math Interventions, Reading Interventions, Inclusive Special Education Program , Response to Intervention, Ability Grouping for Team Teaching Models, Differentiated Instruction, Project-Based Curriculum, Consistent Progress Monitoring for targeted areas of improvement.

The school’s charter inclusively employs the idea that education should be an ever evolving ever changing dynamic because the world is an ever changing place. We feel that in order to sustain our ability to keep up with the demands of an ever changing world, as educators we must continue our education and be innovators of curriculum so our students become productive members of society. This belief drives the school to provide professional development opportunities for its teaching staff in order to promote horizontal integration of lessons across grade levels, as well as vertical integration of overarching academic topics up the grade level ladder. One of the key drivers to this entire academic approach is the renewed commitment for pushing more resources to the classroom.

This school year, 2013-2014, brought

1. Implementation of Measures of Academic Progress to progress monitor student’s progress. This is a computer based assessment tool used 3 times yearly for progress monitoring. The tool assists the teachers target their teaching for the students they teach.
2. Implementation of Standards. The school believes that through innovative initiatives with respect to curriculum offered by teachers that the goals provided by any standards are achievable and if Statewide testing is based on certain goals then we would be irresponsible not to offer that goal to our teachers and students. The school will approach the goal of any standard with the same positive attitude.
3. Hire of an (RTI) Response to Intervention teacher. This teacher helped teachers interpret data and target their instruction and moved from classroom to classroom to meet the individual student needs.
4. Development of a Data Team to assist teachers in reading data and to the correct target and intervention so that a response to and intervention should be clear.
5. Changed the model that Special Education is delivered to the students.. An examination of the program surfaced a need for a more a progressive approach to offering our Special Education to our students. An inclusive model of instruction with Co-teaching opportunities was implemented so that students were in their regular education classroom for the core subject areas.
6. The training of two teachers to become Gifted and Talented